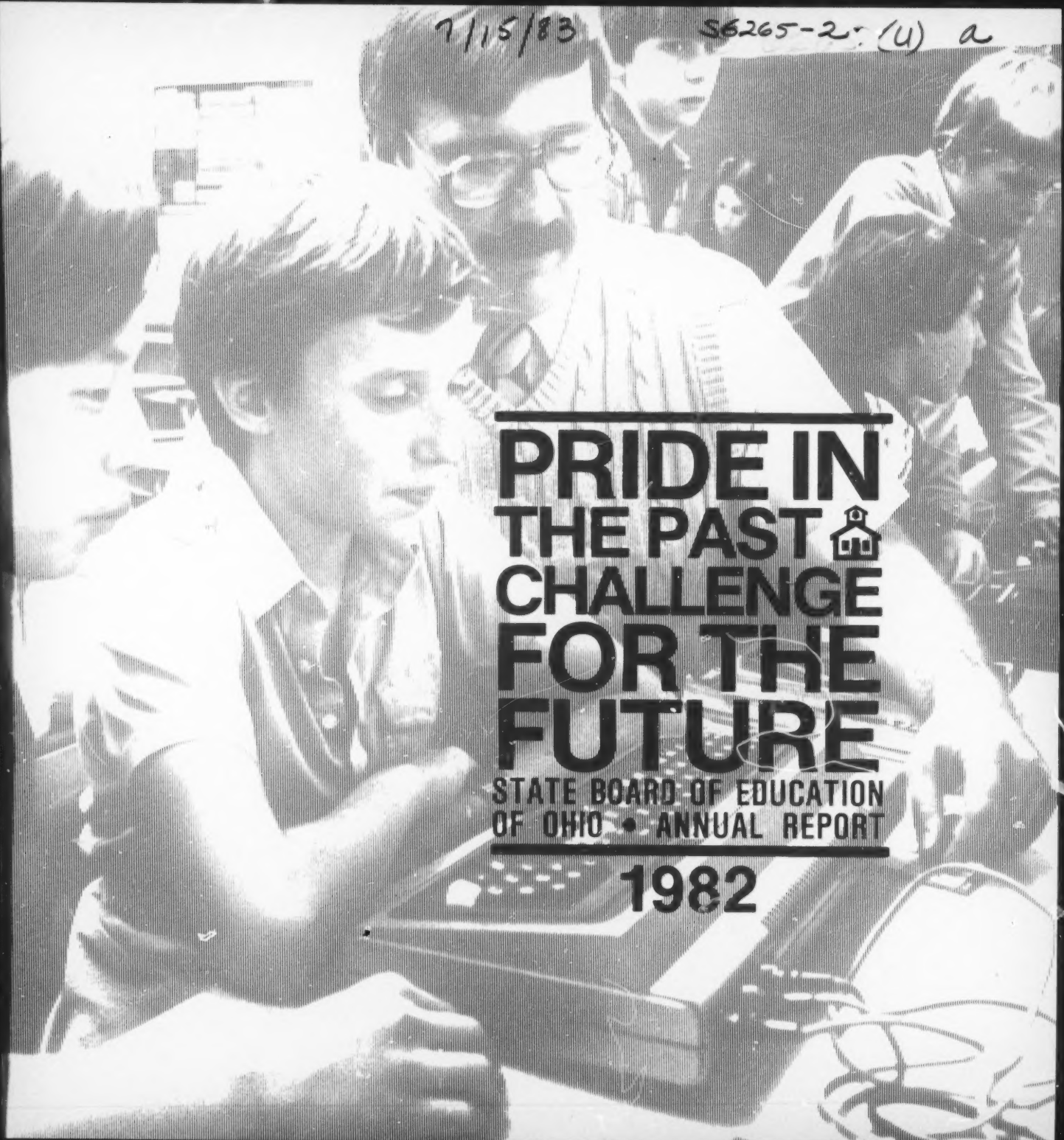


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PRIDE IN THE PAST CHALLENGE FOR THE FUTURE

STATE BOARD OF EDUCATION
OF OHIO • ANNUAL REPORT

1982

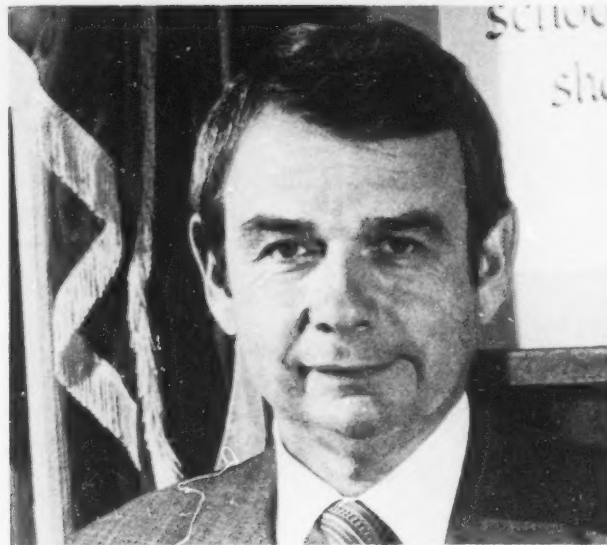
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LETTER OF TRANSMITTAL

Public Education: Pride in the Past and Challenge for the Future

Public education in the state of Ohio continues to provide excellent programs which meet the needs of all students. Pride in past accomplishments is apparent in such areas as college entrance test scores, vocational education, special education, programs for the gifted and programs for the disadvantaged.

Educators have had many tools for instruction in the past: slate boards, chalk boards, overhead projectors, television and videotape machines. The present and future technologies include the computer as the latest teaching tool which will have an impact on the classroom. Although the tools change, the commitment to educating each generation has remained central to the teachers in our public schools.

Challenges for the future remain to implement new elementary and secondary standards, administrator certification standards, and the new rules for the handicapped. Education must be a key factor in rebuilding and stabilizing our economy. Looking ahead to what education should be in the future and how to prepare for that future will be another important challenge.

During this year, the State Board of Education struggled with finding the best ways to handle federal funding decreases.

It also directed a study on rules for assuring nondiscriminatory practices in nonpublic schools seeking charters. The board approved a department reorganization which assured the continuation of services to all publics during the time of staff decline.

As Ohio meets the challenge of educating a diverse student population of all ages, the State Board of Education studies its past and present to build upon successes and prepare to meet the challenges of the future. Our public education system has been and is the best in the world. We must continue to educate our students to live in a democracy and to perpetuate the opportunities of a free education.

Roy D. McKinley

Roy D. McKinley, President
State Board of Education

Franklin B. Walter

Franklin B. Walter
Superintendent of
Public Instruction

MAJOR ACCOMPLISHMENTS

STATE BUDGET INCREASES FOR EDUCATION

During the 1981-82 school year, the economy took a turn downward. Inflation was high as was unemployment. State revenues were down, and education took budget cuts along with other agencies and programs. Many educational programs were threatened by the budget cuts.

The need for a strong, single voice for education was apparent, and the State Board of Education, through the Superintendent of Public Instruction, called together the ten major education organizations into a coalition. The Coalition of Educational Organizations worked together to develop a proposal for funding Ohio's schools and remained committed to the need for additional revenue through a state-level solution.

The united voice of education was a significant factor in the legislative process as the Ohio legislature passed a budget bill with an increase for education and enacted the temporary taxes to produce the needed revenue. The coalition remains united and committed to seeking improvements in education as well as a permanent solution for educational funding.

SMOOTH TRANSITION TO BLOCK GRANT ACCOMPLISHED

The Education Consolidation and Improvement Act of 1981 was developed by the federal government to bring 28 programs under one block grant administrative rule. A committee was appointed by the Governor to advise the State Board of Education and State Department of Education in the development of a formula for distributing program funds to Ohio's local education agencies, including nonpublic schools. A state-level plan was written for administration of the programs and for state leadership activities.

The department developed guidelines and application procedures to be followed by local districts wishing to participate in the block grant. Regional meetings were held to acquaint local leaders with the new program and to provide assistance in the application process. Because of good planning, the transition from 28 program applications to one application for up to 28 programs has been smooth.

1981-82, A YEAR OF DEPARTMENT REORGANIZATION

Declining enrollments, reduced state and federal dollars, the consolidation of federal programs and retirements brought about a 13 percent decrease in professional staff in the State

Department of Education. These reductions resulted in a major review of the delivery of services within the department and the development of a reorganization plan which would guarantee continued technical assistance and state leadership to the many constituencies served.

Several programs which are included in the block grant have been brought together into a new Division of Educational Services. They include: basic skills, guidance and testing, adult and community education and the block grant administration. To better serve the leadership role of the State Board and the State Department, a research unit was developed. The reorganization was put in place on July 1, 1982.

NEW RULES FOR HANDICAPPED

During the past several years, an advisory committee has worked with department staff to review and revise Ohio's standards for the education of its handicapped. Meetings were held across the state to gather suggestions, hear concerns and discuss the proposed regulations. Revisions were made to bring Ohio into compliance with new state and federal laws, and on October 12, 1981, the rules were adopted by the State Board of Education to become effective July 1, 1982.

Major changes in the handicapped rules included:

- All federal requirements were put into one document.
- The rules enhance the local district decision making and management of programs for the handicapped.
- The continuum of appropriate programs and services for handicapped children is clearly identified.
- The funding ratio for some related services is improved.
- Appropriate adjustments to class sizes are made, based on the severity of the handicapping condition.

Ohio continues to be recognized as a national leader in educating the handicapped.



SCHOOL FUNDING

Funding public education continues to be a major challenge for the General Assembly and for the school districts of the state. The equal yield formula, introduced by the General Assembly and made effective in the 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. In 1979 the 100% phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17% phase-in in fiscal year 1976, 26% phase-in in fiscal year 1977, and 46% phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed \$48 per pupil per mill for the first 20 mills assessed for current operating expenses and \$42 per pupil per mill for rates above 20 but below 30 mills.

Subsequently, the 113th General Assembly passed legislation for the 1980-81 biennium which raised the guarantee on the first 20 mills to \$65 per pupil per mill.

The enactment of Amended Substitute House Bill 694 (1982-83 biennium budget bill) brought several major changes

in the method and level of funding schools. The equal yield formula was replaced with a simplified foundation formula. This provided schools with a common level of state and local funds at 20 mills local effort. For 1982 the level was \$1,410 per pupil; in 1983 the foundation level was brought up to \$1,680 per pupil plus a cost of doing business factor designed to adjust for cost differentials across the state. The \$1,680 per pupil in 1983 marks a major step forward in providing an adequate funding level for schools. Even with subsequent reductions caused by a statewide economic downturn, the General Assembly reaffirmed its commitment to schools maintaining most of the gains for education (Amended Substitute Senate Bill 530) by providing over \$2.1 billion in 1983.

This increased state support helps school districts meet the pressures of inflation and the escalating costs of educating Ohio's nearly two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.



EDUCATIONAL EXPENDITURES AND APPROPRIATIONS

Subsidy	Description	EXPENDITURES		APPROPRIATIONS
		1981	1982*	1983
501	Foundation Program	\$964,337,649	\$995,752,810	\$1,283,966,833
502	Pupil Transportation	102,100,275	95,797,228	110,199,440
503	Bus Purchase	17,037,856	11,623,500	24,048,540
504	Special Education	215,811,692	223,007,419	255,908,360
505	School Lunch	8,668,530	8,030,304	8,285,746
507	Vocational Education	164,284,086	166,716,024	183,962,773
508	DPPF	38,447,379	30,712,500	36,856,000
509	Adult Literacy	1,067,000	990,000	1,013,540
510	Instructional Television	4,211,567	3,780,000	3,977,758
511	Auxiliary Services	43,699,255	42,896,385	41,831,560
512	Driver Education	7,918,482	7,938,000	7,924,040
514	Post Sec. Voc. Ed.	4,145,200	5,730,007	8,537,731
515	Adult High School	278,556	330,750	368,560
516	Urban Pilot Projects	2,409,000	2,206,575	2,303,500
518	Teacher Institutes	925,440	---	---
519	Educational Media Centers	436,500	446,512	506,770
520	DPIA	60,696,199	91,883,140	117,611,464
521	Gifted Pupil Program	3,136,784	3,253,883	4,607,000
522	Career Development	4,436,644	4,252,500	5,067,700
523	Adult Voc. Ed.	4,434,399	4,252,500	4,422,720
526	Voc. Ed. Equip. Replacement	1,943,860	995,001	2,303,500
527	Teacher Inservice Ed.	955,911	945,000	921,400
528	Vol. Desegregation Assist.	482,000	567,000	552,840
529	Needs Assessment Project	145,500	77,962	---
532	Nonpublic Adminis. Cost	---	2,126,250	9,306,140
SPECIAL PURPOSE				
412	Driver Education	127,762	125,280	135,856
415	Consumer Education	139,413	143,328	158,784
416	Voc. Ed. Matching	1,209,751	1,298,437	1,291,121
418	Inservice Teacher Training	234,711	296,946	347,353
419	Preservice Teacher Ed.	5,752,436	5,599,103	5,981,031
420	Advisory Committee	---	---	---
421	Food Service Administration	191,792	---	---
422	School Management Asst.	252,582	337,121	372,438
423	Community Education	6,200	---	---
424	Simulation System	293,682	277,421	283,328
425	Curriculum Development	46,221	47,136	---
426	Computer Accounting Net	4,222,907	6,144,453	6,449,800
427	Technical Assistance for Desegregation	89,950	43,464	131,382
OTHER				
	Department of Education	4,923,423	**5,792,335	***6,373,374
	School for the Blind	1,860,981	1,971,938	2,352,385
	School for the Deaf	2,710,786	3,127,625	3,386,995
	Capital	658,293	---	---
TOTAL		\$1,677,237,654	\$1,729,515,837	\$2,141,747,762

*Amounts taken from June 30, 1982, *Daily Transaction Register*. Expenditures and encumbrances were totaled to obtain FY 82 dollar amounts.

**Includes three quarters of rent (\$528,000) not paid in FY 81

***Includes \$788,000 in rent

MISSION FOR THE 80s: A BLUEPRINT FOR EXCELLENCE

Implementation of the State Board of Education's *Mission for the 80s: A Blueprint for Excellence* was a priority during the 1981-82 school year. Each of the 13 missions was assigned to a central office person whose responsibility was to assure continued commitment to providing leadership in that area. Although several months were under a publication and conference moratorium, many activities were initiated.

A brief update of each mission's plan of action follows:

Improving Pupil Achievement. This mission relates almost in total to the development of local competency programs. Discussion of what the program should include has taken place. Legislation has been enacted requiring local competency tests, and the proposed Minimum Standards for Elementary and Secondary Education describe the program each district must follow to be in compliance.

Improving Pupil Attendance/Reducing Dropouts. In preparation for publications, a department task force has compiled information from a literature review on pupil attendance and dropouts. Draft statements of philosophy have been written, and a compilation of policy statements and practices from across Ohio and the country has been made.

A study on school attendance and dropouts was reported on data collected during the 1980-81 school year.

Reducing Discipline and Vandalism Problems. A department task force has collected information on alternative programs to be disseminated to all school districts. A statewide conference on model discipline programs is being planned for the 1982-83 school year.

Provide Adequate Funding for Schools. Workshops are being held to assist school personnel in prudent fiscal management. There is a continuing thrust for a state formula which will provide adequate and equitable funding.

An inventory of school buildings has been taken to determine adequacy as well as energy and cost efficiency. A committee is looking into alternative uses for vacant buildings.

Adjusting to Declining Enrollment. A department task force has surveyed districts which had five consecutive years of declining enrollment. The data from this survey will provide the content for a publication to be presented in regional meetings.

Implementing Desegregation—Reducing Racial Isolation. The department's *Equal Education Opportunity Guide* has been



distributed to districts and workshops and other assistance provided. Many districts have developed plans to voluntarily eliminate racial imbalance in school buildings. The department has developed monitoring guidelines for reviewing district statistics and plans of action.

Improving Curriculum. The elementary and secondary standards revision advisory committee is reviewing the section on curriculum. Recommendations for college preparatory curriculum offerings made by the Advisory Commission on Articulation Between Secondary Schools and Ohio Colleges also were shared.

Strengthening Teacher Education and Staff Development. A review of the literature has been completed to determine what research has found as the aptitudes needed for becoming an effective teacher. In order to recruit students with these aptitudes, a movie documentary on the vital role of the teacher was produced.

A teacher supply and demand study has been completed, and a report is being prepared. A handbook for developing school inservice plans also is being developed.

Providing for Disadvantaged Youth. A workshop was held on the topic of evaluating supplemental programs designed to meet the unique needs of disadvantaged pupils. A workshop also was held to improve parent participation in programs for the disadvantaged.

A task force will study the implications of changes in federal programming for the disadvantaged.

Providing Meaningful Vocational Education. Basic skills programs have been implemented for students in vocational education programs. A study has been completed on the enrollment patterns in vocational programs, and recommendations will be made on how to respond to the results.

Several department sections are working together on career and occupational programs to be used in guiding students. There is a continuation of program development in placement and in Occupational Work Adjustment (OWA) enrollment of 14 and 15 year olds.

Providing Appropriate Education for Handicapped and Gifted Children. New standards have been adopted for programs of the handicapped. There is a continuation of inservice training, advisory council involvement and district program evaluation.

Eligibility criteria are being revised for gifted programs.

Criteria for coordination and supervision of gifted programs also are being reviewed.

Enhancing School/Community Relations. A planning committee has been developing a program format for seminars for media representatives. One workshop was held for print media people on the topics of finance, discipline and minimum competency.

Workshops are being developed on communications training for school personnel.

Implementing Effective Human Relations Efforts. A department task force is working on a position statement on human relations in educational settings. A review of college courses and approaches for preparing teachers in the concepts and application of human relations has been completed. A conference will be planned to provide a forum for learning about programs and techniques in human relations.

Local school districts have passed resolutions supporting the *Mission for the 80s*. Many districts have begun to share the implementation activities of their staff. There will be many interesting and innovative local actions taken, and as these are communicated to the department, they will be shared with others.

DIVISION REPORTS

ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction, assistant superintendents and executive directors, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school adminis-

trators in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents and executive directors are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation and coordination of department task forces.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports is comprised of five sections: Management Information Support, Statistical Systems Support, Data Conversion and Operations, Program Management Support and Technical Assistance and Field Support. When the division was created in 1966, its original purpose was to computerize the department's programs and upgrade its statistical capabilities, but this role has expanded. While maintaining a commitment to its original purpose, the division will make it possible for each division in the department to interact directly, on-line with the division's computer system by the end of 1982.

To make this possible, and to provide for the expansion of other division activities, the computer system has been substantially upgraded with the addition of a second central processing unit, two tape drive units and four disk drive units, which offer an additional 32 user ports and provides an alternate capability in case of equipment breakdown. In addition, the division's computer system now is able to communicate directly with the State Data Center's digital computers.

Two new software packages were made available to the department this year; word processing and a "spread sheet calculations" program were installed and tested by division personnel. Training sessions for department personnel will be offered during the last quarter of 1982.

In order to prepare department personnel for the expanding role of computers in the department's operations, computer awareness sessions were offered by the division and were attended by over 200 persons.

The Statistical Support, Data Conversion and Operations and Program Support sections collect, analyze and process data in areas ranging from enrollment to school food services. The number of school districts reporting data electronically to the division dramatically increased in 1982, from less than 20 in 1981 to approximately 500 in 1982.

The number of uses for the division's statistical data also is expanding. In addition to the department's use, requests now come from federal and state agencies, the Ohio legislature and independent research organizations.

The Technical Assistance and Field Support Section (TAFS) provides assistance to the Ohio Education Computer Network (OECN). The network consists of school districts which have organized into self-governing data processing cooperatives with a central computer site providing Uniform School Accounting and Uniform/Staff Payroll services to participating



members. The OECN, now entering its fourth year in existence, covers all Ohio counties with 27 operational computer sites serving 518 school districts.

The TAFS Section provides assistance in a number of areas, the most important of which is software development and maintenance. The section developed the Uniform School Accounting System software which is utilized by approximately 75% of the 518 network school districts. The remaining sites use either self-developed or third party proprietary software packages. To date there have been five major revisions and releases of the original accounting software. The Uniform/Staff Payroll System software, which was being tested at the end of last year, has been released and is now operating in 88 school districts. Training sessions for the payroll software have been provided to over 200 school district personnel.

The computer network also has added to its services the Special Education Decision Making Child Information Management System (ED-CIMS) and, in cooperation with the Division of Vocational Education, the Ohio Career Information Service (OCIS). Many of the 27 Class A Sites have installed, or soon will offer, various pupil accounting services such as grade reporting, scheduling and attendance reporting.

ELEMENTARY AND SECONDARY EDUCATION

The major task of the Division of Elementary and Secondary Education involves evaluation of schools, a regulatory function to determine compliance with state minimum standards. With revision of standards in process during 1981-82, staff attended to the collection of data and to analysis of the impact of standards being proposed by the many publics concerned with the quality of general education. An important corollary activity was devoted to staff study of competency based education in Ohio and other states and to the design of a process to assist school districts in developing their own competency programs.

ELEMENTARY

Members of this section are responsible for inspecting Ohio's 2,861 public and 686 nonpublic elementary schools on a rotating basis to determine compliance with minimum standards. Professional and technical assistance is provided in school administration, organization, curriculum, pupil services, staffing, instructional materials, community relations, research and physical facilities.

During the 1981-82 school year, 573 public elementary schools were evaluated, and assistance was given school officials in resolving problems relative to course of study development, scheduling and instruction.

In addition to inspection responsibilities, members of the elementary staff held workshops for principals, prepared instructional materials and worked with department task forces and other related educational organizations.



SECONDARY

The section is responsible for inspecting Ohio's 943 public and 131 nonpublic secondary schools on a rotating basis to determine compliance with minimum standards. Technical assistance is provided in all areas of minimum standards, and consultants are provided in the subject fields of English language arts, foreign languages, mathematics, science and social studies.

Evaluations were conducted in 244 secondary schools to determine compliance with minimum standards during the 1981-82 school year. In addition to onsite evaluations, secondary section personnel evaluated 201 foreign secondary school records for high school equivalency. Fifty-four regional graded course of study workshops were conducted, attracting approximately 1,725 participants. The graded course of study workshops addressed major curricular areas including: art, foreign language, health/physical education, industrial arts, language arts, mathematics, music, science and social studies.

Members of the secondary section served on six department task forces, conducted 14 program evaluations, held a workshop for beginning secondary school principals, prepared educational resource materials, and participated as speakers in a variety of state, regional and local conferences.

Technical assistance was provided in a variety of areas including designing and improving K-12 curriculum planning and evaluation. Over 200 onsite or office meetings were held, including 48 each with local and city districts, 28 county districts, 17 nonpublic schools and 11 colleges or universities.

Dissemination continued of collected statistical information regarding the status of secondary English language arts, foreign language, mathematics, science and social studies in Ohio secondary schools. Section personnel were instrumental in the development of a process which provides comparative data for any given public secondary school in terms of all public schools in the state, schools of similar district ADM, school enrollment, district classification, per pupil cost or any combination of the variables.

HEALTH AND HUMAN AFFAIRS

The Health and Human Affairs Section provides professional and technical assistance to school districts in art and music education, health and physical education, recreation, general safety education, substance abuse education, outdoor and leisure education, arts for the handicapped, and adapted physical education.

During the past year, members of this section provided the major speaker at over 90 conferences, conducted over 70 inspections, and directed 29 subject area evaluations in elementary and secondary schools. New publications which were made available during the 1981-82 school year were: *A Self-Appraisal Checklist for Art Education in Ohio's Elementary Schools*, *A Self-Appraisal Checklist for Art Education in Ohio's Secondary Schools*, *A Self-Appraisal Checklist for Music Education in Ohio's Elementary Schools*, *A Self-Appraisal Checklist for Music Education in Ohio's Secondary Schools*, and *Guidelines for Developing a Course of Study in Physical Education (7-12)*.

NUTRITION EDUCATION

The Nutrition Education and Training Program (NET) was established to improve the nutrition knowledge and eating habits of teachers and students. The Ohio NET Program, which is supported by a grant from the U.S. Department of Agriculture, has sponsored over 350 curriculum development and nutrition workshops for the staffs of schools and day care centers.

Grants for integrating nutrition education activities into the curriculum were awarded to 29 schools and 17 day care centers. Two hundred schools have been participating in a NET-sponsored process model which integrates nutrition into the existing curriculum. This K-8 model integrates nutrition concepts into the subjects of science, social studies, mathematics, health and language arts. Over 900 copies of the filmstrip series "Sports Nutrition—Part of the Winning Combination" have been distributed to public school districts and nonpublic schools. The filmstrip series, developed through a NET grant to The Ohio State University, is designed for middle and junior high school coaches to use with their students.

INDUSTRIAL ARTS EDUCATION

The Industrial Arts Section provides technical, professional and curriculum assistance to teachers, administrators and college personnel in the operation of industrial arts programs. During the 1981-82 school year, 20 staff development workshops, involving nearly 400 teachers, were held. In addition, state staff members were instrumental in providing workshops in planning industrial arts activities for handicapped youth.

The industrial arts staff worked cooperatively with the Ohio Society to Prevent Blindness and the Industrial Commission of Ohio, Division of Safety and Hygiene, in the development

and dissemination of the publication, *Protect Their Eyes—An Eye Safety Guide for the Classroom*. Over 10,000 copies were mailed to industrial arts, science, art and vocational teachers and school administrators in Ohio schools.

SPECIAL PROJECTS

The Special Projects Section coordinates the revision of minimum standards for elementary and secondary schools, inspects the special education programs in county boards of mental retardation and developmental disabilities schools and state institutions/hospitals, and coordinates other special activities and events.

The Standards Revision Advisory Committee met twice to review the draft of minimum standards. Data regarding various aspects of implementation were examined.

The special education programs located in 86 county boards of mental retardation and developmental disabilities schools and 28 state institutions/hospitals were monitored to ensure compliance with minimum standards.

A \$3,780,000 state allocation provided assistance to Ohio's eight educational television corporations. A statewide survey was conducted among 4,775 elementary and secondary schools to provide data regarding ITV use in Ohio schools. *The Self-Appraisal Checklist for Instructional Television in Ohio Schools* was distributed to over 800 school personnel.

Sports Medicine requirements were addressed in the *Personnel in Pupil Activity Programs* publication and distributed to 2,500 persons. Information was provided to school administrators and athletic directors regarding the employment of personnel for pupil activity programs. Seventy sports-related training programs for coaches were approved.

Sixty-one applications were processed for the Ohio Teacher of the Year Award. The national winner was the first for Ohio; one Ohio teacher, on assignment in Melbourne, Australia, returned in January to share her experiences as the International Teaching Fellow. School volunteer programs received information on program development and related activities.

SUPPORTIVE SERVICES

Schools are served by this section in developing and improving courses of study, library and media services, adult high school continuation programs and comprehensive school evaluations. During the 1981-82 school year, approximately 7,938 course of study documents were reviewed for approval

purposes. Consultant services were provided to individual school districts in developing or revising graded courses of study. A course of study library located in the Division of Elementary and Secondary Education was used extensively by school district personnel as a resource in course of study revision.

Media services were provided to schools through the allocation of \$446,512 to nine media regions and two feature film centers. Consultation and evaluation services were provided to assist and support local efforts to incorporate media into the total curriculum.

Coordination was provided for the North Central Association of Colleges and Schools accreditation of 604 schools. A review of each school's annual report was made and follow-up letters were sent to school personnel informing them of deviations from standards. A comprehensive self-evaluation and onsite team review were conducted in 107 participating schools for the purpose of identifying school needs and developing school improvement plans.

Forty-three school districts provided adult high school continuation programs.

ENERGY ASSISTANCE

Through participation in the National Energy Conservation Policy Act (NECPA), Ohio schools were awarded \$2.4 million dollars this year. During the four years of the NECPA program, 3,842 grant awards have been funded for Ohio schools, providing \$10.1 million in federal grants for energy conservation projects ranging from energy audits to retrofit measures.

During the office's four years of operation, 507 of the city, exempted village, local and joint vocational school districts from 85 Ohio counties have been assisted in the completion of Public School Energy Conservation Service (PSECS) energy audits and/or NECPA applications and procedures.

Revisions of the PSECS Audit Program (Version IV) and PSECS Comparative Analysis Program (Version II) were completed. Both of the new, expanded programs titled the Ohio School Energy Analysis (OSEA) were made ready for school use. The new programs are tentatively scheduled for nationwide distribution, on a cost recovery basis, December 1, 1982.

As of July 1, 1982, 190 school districts totaling 1,789 buildings had completed PSECS audit forms and received computer printouts with an analysis of energy consumption and suggestions to reduce usage. Also, 36 districts totaling 231 buildings submitted second year data and received a comparative analysis report.

Over 1,500 copies of the *Energy Dateline* newsletter and 1,000 copies of the *Energy Management For School Administrators* handbook were distributed to Ohio school personnel and nationally. An internally developed Energy Audit Survey was mailed to schools that participated in the energy audit phase of NECPA. The purpose of the survey was to: (1) determine the number and type of operation and maintenance recommendations implemented, and (2) obtain information needed to develop the Spring State Energy Management Conference agenda. Information from the survey is now being analyzed for reporting.

Two staff members were trained by the Mid-American Solar Energy Complex, Minneapolis, Minnesota, to provide inservice for Ohio teachers on solar energy education activities. A total of 348 elementary and secondary teachers from 135 school districts received inservice instruction and solar energy education activities and materials for use in the classroom.

The office monitored all state and federal energy and asbestos legislation and maintained linkages with local, state and federal organizations to enhance energy conservation and education efforts in Ohio schools.

The first State Energy Education Conference for Ohio Educators—Energy Education Leadership for the 80s—was held in Columbus, Ohio, with nearly 200 in attendance.

EQUAL EDUCATIONAL OPPORTUNITIES

The division is committed to the task of providing services to Ohio school districts as they meet the challenge of the 80s in the area of providing quality desegregated education.

Division staff members provided districts with technical assistance and staff training in the development of plans to reduce or eliminate racial isolation. Monthly onsite visits were conducted to review and monitor school district desegregation program implementation.

All school districts identified as having racially isolated school buildings have been provided division assistance in developing plans to address the reduction and elimination of these incidents. In 50% of the districts reducing isolation, total elimination of racially isolated schools has occurred.

Race desegregation activities in Ohio's largest urban districts implementing mandated districtwide plans include designing and providing staff training programs and redesigning curricular options. A major activity has been the development of school staff inservice programs in 14 school districts implementing voluntary school desegregation plans.

The division continuously reviews and updates its statistical data and resources and coordinates the use of federal and state funds at the district level in order to provide maximum assistance to Ohio school districts.

EFFECTIVE SCHOOLS PROGRAM

The brochure, *Effective Schools Program: ESP Can Help You See The Future*, was published to present a brief overview of the seven commonly identified factors that influence the

development of effective schools. These brochures were disseminated to every building principal in the state of Ohio.

The effective schools concept emphasizes identification of activities and strategies that impact upon the achievement of the economically disadvantaged. The division's goal is to intensify services to districts and assist with the provision of more effective instruction to students.

The department sponsored four statewide meetings on the implementation of an effective schools program. Each meeting focused on different factors necessary for application of the total concept. The division has coordinated the department's efforts in assisting school districts to develop and implement programs which make a difference in the effectiveness of the school and the degree of achievement attained by all of its students.



FEDERAL ASSISTANCE

The State Board of Education authorized the creation of the Division of Federal Assistance in 1965, following passage of the Elementary and Secondary Education Act (ESEA). Through the years, the division staff has handled a frequently changing assortment of responsibilities.

SERVING EDUCATIONALLY DISADVANTAGED CHILDREN

A major responsibility of the division is administering ESEA Title I—legislation which provides funds for supplemental instructional services for educationally disadvantaged children.

Ohio's Title I funds, gradually increased from about \$34,000,000 in fiscal 1966 to over \$80,000,000 in fiscal 1982, are allocated to local educational agencies. Emphasis has consistently been placed on providing younger children with supplemental reading instruction. A second priority has been extra mathematics instruction.

Title I funds are also provided for several types of students with special needs. Children of migratory agricultural workers are helped to improve their oral language and other basic academic skills. Handicapped, neglected and delinquent youngsters in state-operated schools receive supplemental instruction designed to make them more self-sufficient and better adjusted citizens.

DISTRIBUTING FUNDS FOR LIBRARY RESOURCES

Title II of the original Elementary and Secondary Education Act provided funds for library resources and instructional materials. A separate section was formed within the Division of Federal Assistance to administer this program. Responsibilities of the section have shifted somewhat with legislative changes which consolidated several programs into what is currently known as Title IV-B. The dollars have fluctuated from about \$5,450,000 in fiscal 1965 to a low of \$2,100,000 in 1970, to a high of about \$8,400,000 in 1980.

STRENGTHENING OF STATE DEPARTMENT OF EDUCATION

The division also assists the state superintendent with ESEA Title V, which provides funds to strengthen state departments

of education. Since 1965, these funds have enabled the Ohio department to provide leadership in a variety of areas and to expand services to meet changing needs. Fiscal coordination for Title V is handled by the Division of Federal Assistance.

PROVIDING ADULT BASIC EDUCATION

The division administered adult basic education for one year as authorized by the Economic Opportunity Act of 1964. Since fiscal 1967, authorization has been under amendments to the Elementary and Secondary Education Act. From a beginning of \$650,000 in federal funds for 8,500 students in fiscal 1967, ABE has grown into a program for over 54,000 students. Funds for fiscal 1982 included a federal grant of \$4,731,000, a state grant of \$990,000 and about \$890,000 in local support.

GUIDANCE AND TESTING

The Division of Guidance and Testing provides services to school districts in guidance and counseling and in statewide testing programs.

Some of the major activities during the 1981-82 school year included the following:

- Distributed over 760,000 pieces of testing program materials to Ohio users last year. Approximately 93% of the school districts in Ohio participated in one of the voluntary testing programs available from the department.
- Administered the Ohio Tests of Scholastic Achievement (OTSA), a student recognition program in which over 25,000 talented students participated in 16 subject areas.
- Provided local, regional and state level inservice training for 5,057 school counselors, teachers and administrators.
- Provided materials to each school district to conduct a comprehensive needs assessment of their school guidance program and to establish a plan for improving guidance services in each building.
- Reviewed and provided a follow-up conference for 325 secondary level comprehensive and vocational guidance programs in the state.

- Developed and validated a new career guidance tool, Ohio Interest Survey (OIS), for use with secondary school students.
- Developed new publications on career guidance, pre-employment preparation and communicating guidance services.

Since 1962, over 100,000 Ohio residents have earned certificates of high school equivalence by passing the General Educational Development (GED) test. In fiscal year 1982, nearly 17,000 certificates were issued in Ohio. Almost all colleges and universities in the nation accept the certificate in lieu of a high school diploma for admission. Employers, in most cases, accept the passing of the GED test as a valid measure of high school achievement and completion. The number of official GED centers in Ohio has grown from 18 in 1963 to 57 in 1982.

INSERVICE EDUCATION

Strengthening staff development continues to be among the priorities of the State Board of Education. Inservice programs help educators to keep current with educational theory and research, to establish new teaching strategies, and to share effective practices with colleagues. Successful staff development programs produce better schools.

Funded by the Ohio General Assembly, the Teacher Development Program is a statewide effort to improve student learning experiences by encouraging school districts to develop comprehensive plans for the inservice education of staff members. In Ohio, fewer new teachers are entering the profession. For the next five years, approximately 6,000 more teachers each year will have 10 or more years of teaching experience. The General Assembly allocated \$894,569.96 for this program in fiscal year 1982, a 47¢ per pupil subsidy.

Of Ohio's 664 school districts, which include joint vocational schools, 663 districts participated during the 1981-82 school year. Throughout the state there are 379 Teacher Development projects. There are 314 projects representing single school districts and 65 cooperative projects.

Over 92% of the school districts report positive changes and improvement as a result of the inservice programs in that teachers' attitudes have improved, students behavior is better, communications have become more effective, and there have been gains in teachers' classroom effectiveness.

Through the Basic Skills Improvement Program, inservice education programs in reading, mathematics, and oral and written communication were provided. Regional training seminars helped local inservice leaders learn how to enlist school and community support in planning basic skills improvement programs. The basic skills improvement efforts were promoted through various activities including:

- The first annual statewide Right to Read Week/Month Reading Hall of Fame certificates were awarded to over 900 schools which described their reading improvement activities.
- Seven basic skills fall regional inservice meetings were held in conjunction with the Teacher Development staff.
- 280 days of onsite basic skills related inservice presentations were made and technical assistance provided.
- "Parents as Partners," a series of three television programs and accompanying brochure were developed to foster positive parent involvement in the initial learning process.

- *School and Community Handbook for Reading Improvement* was distributed to over 27,000 teachers, administrators and parents.
- Thirty basic skills subgrants in local districts were established and monitored.
- The staff was involved in several research related projects established to promote basic skills improvement in the classroom.
- Basic skills inservice/technical assistance was provided to six divisions, the State Library of Ohio and the Ohio Department of Rehabilitation and Correction.



LAU CENTER

Following the U.S. Supreme Court decision and the subsequent development of Lau guidelines related to limited or non-English speaking students, state departments across the nation were encouraged to apply for federal funding to establish Lau Centers to assist school districts in compliance. The Ohio State Education Agency Lau Center, formally staffed in 1977, administers the Bilingual, Indian Education and Refugee Children Assistance Programs.

National origin desegregation assistance activities included assisting school districts to meet Lau compliance and providing training and staff inservice. A statewide conference on meeting the needs of limited English proficient pupils was held, in addition to a series of eight regional meetings, which centered on English as a Second Language (ESL) methods, curriculum design and supplemental educational materials.

BILINGUAL EDUCATION

Bilingual program development and staff training workshops are divisional responsibilities, in addition to coordinating technical assistance for federally funded programs maintaining linkages with institutions of higher education. Ohio has federally funded bilingual programs in five school districts: Athens, Cincinnati, Cleveland, Toledo and Youngstown.

Bilingual teacher training federal grants have been received by three Ohio colleges and universities. Two district level bilingual conferences were provided in addition to disseminating bilingual educational materials, onsite conferences and workshops.

INDIAN EDUCATION

The major activities provided to school districts were in the areas of self-awareness of cultural backgrounds, assessing and developing strategies to reduce dropout rates, improving school attendance and student academic achievement, and encouraging pursuit of post-secondary educational opportunities.

Division coordination and technical assistance is provided to Title IV-A federally funded Indian Education programs in the Akron, Cleveland, Columbus and Lorain city school districts. The four programs have recently formed the Ohio Indian Education Association.

REFUGEE CHILDREN ASSISTANCE PROGRAM

The division administered flow-through federal funds to eligible districts having significant numbers of refugees from

Vietnam, Cambodia and Laos. A recent survey of Ohio school districts recorded 1,948 eligible Indochinese refugee children, aged five through 17 years.

School districts with the highest number of refugee children are: Columbus with 477 students, Cleveland Heights-University Heights with 307 students and Cleveland with 185 students.

Major activities during the year have included participation on the Ohio Migration and Refugee Task Force to coordinate resettlement services in the area of education, employment, health and welfare of refugees; serving as a clearinghouse of information to schools and public agencies providing supportive services; providing technical assistance for the development of workshops for teachers, tutors and administrators; and disseminating curriculum development and testing materials to school districts.



PERSONNEL AND PUBLICATIONS

Numerous activities related to personnel are performed by the Personnel and Publications Office. These activities include interviewing applicants for vacant positions, implementing classifications and salary placement policies, approving requests for overtime and temporary help, processing payroll, providing employees with information about state laws and regulations governing state employment and employee benefits, and implementing affirmative action procedures.

The division coordinates the publication review process, mailing and distribution.

COMMUNITY EDUCATION

On September 14, 1981, a resolution to accept the State Plan for Community Education was adopted by the State Board of Education. The purpose of the plan is to outline the direction for community education in Ohio to ensure its orderly development and to establish guidelines for the operation of the State Center. Activities initiated by the department under the plan are designed for the following purposes:

- Assure the involvement of citizens in local and state community education efforts.
- Encourage efficient use of schools and other public buildings.
- Encourage the coordination of community, human and educational services and eliminate duplication and fragmentation of these services in the state and communities.

A major effort toward addressing the goals of the State Plan for Community Education was focused on the identification of nine model community education projects in Ohio that hosted on-site visitations for individuals and groups from other communities. The purpose was to illustrate community education in action and to initiate a field-based resource bank for providing information and technical assistance related to community education.

Other achievements during the 1981-82 fiscal year were:

- Production and dissemination of a quarterly newsletter, *The Facilitator*.
- Sponsorship of one state and facilitation of one national community education workshop.
- Development of three monographs: *Community Education: It's Happening Here*, *Future Directions for Training and Assisting Community-Based Organizations* and *Eight Ohio Associations Explore Community Education: A Report of the Interagency Forum*.

- Consultation with more than 100 state and local agencies, organizations, institutions and school districts.
- Cosponsorship of nine workshops and conferences regarding community education.

The Ohio Community Education Advisory Committee, appointed by the State Superintendent of Public Instruction, provides information and direction to the State Center for Community Education. A report of its activities is prepared annually.

ENVIRONMENTAL EDUCATION

A new program for Ohio, Project Learning Tree, gained a great deal of attention this past year. This is a nationally recognized curriculum project sponsored by the American Forest Institute. Over 175 activities are grouped in the elementary and secondary curriculum guides; 22 teacher workshops were conducted to introduce Ohio teachers to these materials in 1981.

The development and distribution of the Occasional Paper Series continued with the publication of two new titles: *Marine and Aquatic Education* and *Improving Resident Outdoor Education Programs*. A total of seven papers are now available, and two additional ones are being prepared.

Teachers, curriculum specialists and administrators continue to request assistance in many areas of environmental education—energy issues, population change, hazardous wastes, acid rain and other areas.



PLANNING AND EVALUATION

The Division of Planning and Evaluation awarded a record 1,333 grants in two phases during the final year of administering Title IV-C of the Elementary and Secondary Education Act (ESEA). Personnel of the division also were assigned responsibility for conceptualizing, developing guidelines and implementing the new Chapter 2 Block Grant under the Education Consolidation and Improvement Act (ECIA) of 1981, Public Law 97-35.

In phase one of the final Title IV-C program, 909 projects were fully implemented by school districts during the 1981-82 school term and represented an investment in excess of \$7.3 million. Included were 18 Developmental Grants, 249 Adoption Grants and 642 Teacher and Unit Grants, together serving more than 200,000 students and 5,000 teachers.

As a culminating phase to 14 years of grant administration under Title IV-C and its Title III predecessor, the division approved 424 Adoption Grant projects in February, 1982. Initial inservice training for the replication of 48 model programs was conducted prior to June 30, and further program implementation will occur during the 1982-83 school year. The 424 grants for a like number of agencies totaled \$1.8 million, a record district participation for a single cycle.

A review of historical division records showed that of the 615 school districts of Ohio, 586 participated in the competitive grants programs since 1966, a remarkable 95.3 percent. In addition, 76 county offices of education and 37 joint vocational schools also received grants for improving school practices. A total of 6,404 grants were awarded during the 16 year period, the last 14 administered directly by the division.

In addition to responsibilities for grant administration, the division initiated and exercised leadership for special Department of Education activities such as the Instructional Materials Exchange.

The goal of the Instructional Materials Exchange was to make available to schools, without cost, a wide variety of practical products and ideas selected from successful Developmental Grants and from assessment results. In three years, 46 products considered to have exceptional merit were identified and distributed for further local reproduction totaling more than 200,000 copies. In the final Adoption Grant cycle, eight new products were identified for distribution, together with 13 of the most popular selections of the past. Districts responded with 396 Instructional Materials Exchange orders for 12,571 products.

PROPERTY UTILIZATION

The State Agency for Property Utilization offers surplus equipment to all tax-supported divisions, and private, non-profit, tax-exempt organizations in the areas of education, health and safety. The state agency is a self-supporting program that presents materials at a fraction of their market value.

With a fair market inventory of over \$10.5 million of federal surplus property, the agency offers a wide variety of items.

This allows for cutting the cost of supplies and equipment for maintenance, offices, transportation, hospital rooms and classrooms. A few items are new; the majority of items are used.

The agency utilizes correctional schools for repairing of office equipment, engines and vehicles. Over \$8.5 million of materials was donated by government surplus depots during 1981 at a cost of \$330,000 to donees. Representatives of eligible organizations are encouraged to visit the distribution center.

SCHOOL FINANCE

FOUNDATION PROGRAM SECTION

Ohio's first foundation program for state financial assistance to public schools was enacted into law in 1935. After that, the law was amended a number of times to increase the amount of state support, but the basic principle of the formula of the original law remained in effect until October 1, 1956 (the year

of the establishment of the State Board of Education). On that date, Amended Substitute Senate Bill No. 321 became effective.

A 1937 law prescribed a formula for distributing state funds on the basis of average daily attendance. Senate Bill No. 321 changed the method of distribution of funds to an "average daily membership" method.

The foundation program, which provides the basic state support to 615 school districts, 87 county boards of education, and 49 joint vocational schools, totaled in excess of one billion dollars in 1982. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly to assure a basic level of financial support for all school districts. In fiscal year 1982, the division disbursed over \$2 billion in state funds.

FIELD SERVICES SECTION

This section was created to comply with a 1966 law that required public school districts to provide transportation for nonpublic school pupils. The State Board of Education was required to appoint coordinators of school transportation, designate coordinator service regions for administration of the new program, and adopt rules for implementation.

In April 1973, the "Governor's Service District Executive Order" stated in part that all state departments, boards, commissions and agencies align their "administrative and planning areas so that they conform to the official service district." In compliance with the Governor's order, the field service regions were realigned and reduced in number.

The regions then became known as areas, and the title of "transportation coordinator" was changed to "area coordinator." The field offices provide a capability for direct assistance to school administrators that is only possible by personal contact from decentralized locations. The involvement with many programs, other than transportation, as well as new responsibilities acquired through recent legislation, has proved the value of the area offices. The area coordinators have shown that it is possible to implement complex new legislation statewide in record time.

DRIVER EDUCATION SECTION

Driver education began in 1936 and was offered in many schools by 1948. Courses of study and minimum standards were developed in 1944 and by the mid 1950s, over 50% of the schools offered the curriculum.

In 1968, new legislation established a subsidy of \$30 per pupil for driver education. The State Superintendent of Public Instruction placed the responsibility to implement the driver education subsidy program with the Division of School Finance. Standards for the program were developed in 1969. Driver education was required prior to the licensing of individuals 16 to 18 years of age.

In 1968, the Ohio Department of Education participated in the Governor's Highway Safety Program to receive federal moneys to enhance and expand the curriculum. Driver education standards were revised in 1972 to include federal program requirements and current curriculum guidelines.

In 1976, Ohio was one of the first states to use simulation and multimedia response systems in the curriculum. In 1978, Ohio was recognized nationally for the curriculum effort in developing 12 new curriculum guides which have subsequently been used in every state and 12 foreign countries. In 1977, standards were revised to incorporate current educational concepts and legislative requirements.

During the 1981-1982 school year \$7,350,000 in state subsidy was paid to public school districts for 147,000 students that completed the driver education curriculum.

COMPUTER SERVICES SECTION

With each session of the legislature, the work of the data processing personnel increased and a section was created to work directly with the staff of the division. The objectives of the section are to design, write and implement the systems required to assure prompt and accurate computation and distribution of the many state subsidies administered by the division.

The major accomplishments of the section include the implementation of the new systems mandated by law and the placement of computer terminals in the area coordinator offices for financial data and statewide reporting.

FISCAL PLANNING AND COORDINATION SECTION

In April 1980, the Fiscal Planning and Coordination Section was established to administer department requests to the State Controlling Board, implement an audit-worthy computerized finance transaction register, conduct inservice programs and issue financial reports.

Requests to the State Controlling Board included the multimillion dollar monthly foundation payments to school districts, competitively bid state contracts in excess of \$10,000, loans to school districts from the Emergency School Advancement Fund, and department grants to school districts, colleges and universities. The section works closely with state agencies, the Legislative Budget Office and the Office of Budget and Management to assure that all contracts generate the most productive use of taxpayers' dollars.

PUPIL TRANSPORTATION SECTION

This section began in Ohio in 1892 in Kingsville Township, Ashtabula County. The General Assembly first enacted a pupil transportation law in 1894, and the first statewide law authorizing pupil transportation was passed in 1898.

During the 1941-42 school year, 6,800 school buses trans-

ported 290,000 pupils to school at a cost of \$6,998,150. Twenty-five years ago, during the 1956-57 school year, 623,965 pupils were transported on 8,141 school buses, at a cost of \$16,458,201. During the 1981-82 school year, 1,347,309 pupils were transported on 14,062 school buses at a cost of \$204,749,883.

SCHOOL FOOD SERVICE

Food service in schools enables children and their families to optimize the educational experiences available in school by providing nutritionally balanced lunches and breakfasts at a low cost. Children from families with total gross income equal to or less than 130 percent of poverty for the family size are eligible for free meals or for reduced-price meals if the family's income is between 130 and 185 percent of poverty. Schools have traditionally sought student, parent and community input to the food service operation. Federal regulations effective July 1, 1979 for the School Lunch and School Breakfast Programs further emphasized the importance of community involvement by mandating that all schools have a plan for student and parent involvement in the school food service operation.

During school year 1981-82, the division provided services and leadership to 2,181 public school districts, nonpublic schools and institutions. There were 159,134,150 lunches and 21,043,677 breakfasts served in schools, which was an average of 909,338 lunches and 120,250 breakfasts per day. In addition, 24,817,756 extra half pints of milk were provided free or at a low cost.

Schools and residential institutions received \$104,269,243 in reimbursement from federal and state funds to provide meals and milk, free or at a low cost. Government donated food with a value of \$32,435,007 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 337 sponsors serving a daily average of 34,114 children in 2,274 child care centers and homes. Federal funds in the amount of \$9,118,667 were reimbursed to sponsors for breakfasts, lunches, dinners and between-meal supplements served to children.

During the summer of 1981, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners and supplements served to children by public and private nonprofit sponsors. During the 1981 summer months, a daily average of 38,351 children received free meals at 562 sites across the state. A total of \$2,218,459 in federal funds was reimbursed to 111 sponsors of the program at camps, playgrounds, schools and other sites serving children during the summer.

SCHOOL MANAGEMENT ASSISTANCE

During the 1981-82 school year, the office responded to more requests for technical assistance to school districts than ever before. From the variety of activities performed, four highlights may be noted.

In the area of technical assistance, more than 90% of all projects related to analysis of finances and/or staff, totaling

152 of the 161 studies conducted. This activity reflected the increasing concern of school districts over their financial situation. Financial analysis for loans from the Emergency School Advancement Fund constituted over half of the total studies.

In the area of state loans, 50 school districts received approval for 56 loans which amounted to \$54,949,018. The purpose of the loans is to ensure that districts will be able to complete the 1982 calendar year without incurring a deficit. This is the largest number of loans in the four-year history of the loan program—more than double that of the preceding year.

Over 2,400 persons attended 32 inservice education seminars this year. The topics covered included school finance, cost-effective management of small school systems, county office fiscal management, student activity fund accounting, budgeting and appropriating procedures, school business management and educational data processing.

SPECIAL EDUCATION

The State Board of Education adopted new rules for the education of Ohio's handicapped students in October, 1981. The rules replace the Special Education Standards, which were adopted in 1973 with additions approved in 1976 and 1977.

Ohio's Rules for the Education of Handicapped Children, effective July 1, 1982, bring the state into full compliance with state and federal laws and guarantee that each handicapped student receives an education individually designed to meet his or her special needs.

Special education program options available to the handicapped are defined for children with eight types of handicaps: multihandicapped, hearing handicapped, visually handicapped, orthopedically and other health handicapped, severe behavior handicapped, developmentally handicapped, specific learning disabled and speech handicapped. The rules establish guidelines guaranteeing due process rights, confidentiality of student records and describe related services.

Public Law 94-142, Section 504 of the Rehabilitation Act of 1973, and Amended Substitute House Bill 455 require school districts to provide a free appropriate public education for all handicapped children ages five through 21. The Ohio Department of Education is responsible for assuring that all school districts and other educational agencies in the state meet the requirements of federal and state law and regulations.

To assist school districts in meeting the requirements of state and federal law, the Ohio General Assembly appropriated \$236 million for the support of special education in local school districts for the 1981-82 school year. Nearly \$43 million in federal funds was allocated to school districts for the 1981-82 school year.

In the 1981-82 school year, 210,445 handicapped children were served by the public schools, institutions operated by other state agencies, and the county boards of mental retarda-

tion and developmental disabilities, an increase of 2,405 children over the 1980-81 school year. There were 11,103.8 special education units in operation in the public schools and state institutions during the 1981-82 school year.

Federal and state legislation require school districts to locate, identify and evaluate every handicapped child under 21 years of age residing in the district. To assist school districts in meeting this requirement, the Ohio Department of Education funds 16 Identification and Program Development Projects as part of the statewide network of Special Education Regional Resource Centers (SERRC). Personnel in these projects assist in the development of identification procedures and in planning for multidistrict programs to enable school districts to provide services for every handicapped child. The 16 Educational Assessment Projects are also operated as part of the SERRC network to assist school districts in the evaluation of referred handicapped children. These projects provide assessment services to over 3,000 children annually and participate in IEP conferences for nearly 5,000 children.

Another component of the SERRC network provides inservice training and information on promising practices to educators and parents throughout Ohio. Over 12,000 parents receive services annually from the Instructional Resource Centers. In addition, the IRC network disseminates instructional materials and other information to educators throughout the state. Through an extensive system of inservice training developed and managed by the IRC network, over 250,000 people participate in one or more inservice opportunities.

The Ohio Department of Education also works closely with the Ohio Education Deans' Task Force for Personnel Preparation for the Handicapped. This task force is charged with the responsibility of coordinating the efforts of private and public institutions of higher education in both the preservice and

inservice preparation of educators for handicapped children.

The State Superintendent's Advisory Council for Special Education continues to provide advice and counsel to the State Superintendent of Public Instruction and the Ohio Department of Education on the expansion and improvement of educational services for handicapped children.

Since the late 1950s, Ohio has been providing service to gifted and talented children. Funds were allocated by the Ohio General Assembly from 1959-63 to support model programs in local school districts. A re-emergence of national and state interest and support for gifted programs culminated in 1975 in the provision of a State Plan for the Education of Gifted Children in Ohio, State Standards approved by the State Board of Education, and a \$200,000 appropriation by the Ohio General Assembly for the 1975-77 biennium. These funds were allocated to 13 local school districts based upon priorities which included demonstration of local prior commitment to gifted and talented children, comprehensive support services, provision of a proposal with measurable objectives, and the

assignment of qualified personnel. A concerted effort was made to support programs in urban, suburban and rural settings. The appropriation for the 1981-82 school year has increased to \$3,443,264. This money has been allocated to 200 school districts for support of their gifted programs.



TEACHER EDUCATION AND CERTIFICATION

The Division of Teacher Education and Certification has responsibility for providing leadership to colleges, universities and school districts in improving the quality of preparation of entry level teachers and helping assure an adequate number of teachers for Ohio's elementary and secondary schools.

Division personnel conduct on-campus evaluations of Ohio's 48 colleges and universities approved for the preparation of teachers, supervise the approval process for colleges and universities that maintain satisfactory training procedures, and certify graduates of approved colleges and universities. The standards require that institutions seeking state approval to prepare teachers be evaluated once every five years. Evaluation teams act as agents of the state in evaluating institutional response to the standards and are comprised of college and university representatives, school administrators, classroom teachers, teacher education students and lay citizens.

Division personnel made over 40,000 individual transcript evaluations and more than 110,000 certificates were processed during the year. Total certification transactions resulted in contacting over 750 persons daily through personal interviews, phone contacts and written correspondence.

The competence of teachers in Ohio's classrooms is of vital importance to the public in general and the teaching profession in particular. The State Board of Education established new standards, effective July 1980, that restructured the preparation procedures for teachers. The *Standards for Colleges or Universities Preparing Teachers* established a much needed framework for teacher preparation and prescribed key elements regarding the teacher education process.

Colleges of education, under the standards, are to assure course descriptions and specifications of essential prerequisites for each course, practical school experiences starting early and continuing throughout the program, close working relationships with schools, funding and staffing at a level comparable to other professions, faculty with successful elementary or secondary teaching experience, and followup of graduates to obtain data for attaining further progress in teacher education. Because of the requirements within the new standards, entry level teachers possess sound professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology, and ability to work effectively with young people from different ethnic environments. In addition,

new teachers are prepared to work in a variety of school settings, teach reading as it pertains to their subject area, deal with behavior problems, select and prepare educational media, and analyze their own teaching skills.

Administrator certification patterns are currently being revised with recommendations from educators and non-

educators. Standards will be presented to the State Board of Education for adoption in 1983. Plans call for revising all other certification areas within the next few years.

URBAN EDUCATION

DISADVANTAGED PUPIL PROGRAM FUND

Providing supplemental educational services and support programs to school districts educating Ohio's economically disadvantaged students remains the thrust of DPPF. In 1982, 459 school districts received in excess of \$30.6 million to address educational issues which promote student learning. DPPF serves more than 646,000 students in almost 3,500 school buildings in every county in the state.

Major activities reflecting 54% of the total DPPF expenditures include the implementation of academic achievement and remedial programs and the adaptation of curriculum instruction methods and materials. In addition, funds have assisted districts to address programming in cultural enrichment, dropout prevention, home-school and adult education, communication, health and related services, library, motivational and self-imagery development and safety and security. For fiscal year 1982, basic skills and remediation programs in reading and mathematics were the primary areas in which achievement gains were reported.

Two regional conferences were held to provide district personnel with fiscal and program management assistance. In addition, the urban education staff assisted and provided onsite workshops for school staffs.

URBAN DEMONSTRATION PROJECT

The purpose of the urban demonstration project is to combine rehabilitative, preventive and developmental programs into a coordinated program for disadvantaged students. Goals of the project are to improve student academic achievement, increase student motivation, improve student knowledge of community resources, maintain fiscal solvency and improve curriculum.

In 1982, Akron, Cincinnati, Cleveland and Toledo city school districts participated in the program. Project support enabled students at all academic levels to participate in a variety of educational services and programs. Major services provided to school districts were basic skills workshops for parents and students; development of an educational and community resources manual; high intensity reading and writing programs; curriculum redesign and staff development.

In the past fiscal year the urban demonstration project operated in 116 school buildings with services available to over 37,000 students.

VOCATIONAL EDUCATION

INTRODUCTION

Vocational education continued to expand during 1982, and provided extensive inservice for quality instruction. Following the lead of the Ohio State Board of Education, the Division of Vocational Education launched an aggressive approach to meet the 13 priorities for public education. One of the 13

priorities, as addressed in the *Mission for the 80s: A Blueprint for Excellence*, is "Providing Meaningful Vocational Education."

To provide meaningful vocational education, numerous state oriented activities were addressed. These activities were clustered into four missions; namely, basic skills, enrollment and sex equity, dropouts and job placement.

BASIC SKILLS

To provide leadership to school districts regarding the improvement of reading and computational skills of students enrolled in job training, vocational education programs.

Specifically, the Division of Vocational Education has as its mission, "To have the average scores of senior students in vocational education, except those enrolled in Occupational Work Experience, on standardized achievement tests in reading and math equal or exceed the state or national norms by June, 1984."

Some of the activities during the 1981-82 school year focused on inservice activities to allow school districts to raise the basic skills competencies of students enrolling in vocational education at the secondary level. During the 1981-82 school year, the third phase of achievement testing of a random, stratified sample was concluded. The sample was identified in the fall of 1980. Included in this sample were 55 school districts which received in 1981-82 an incentive grant of \$1000 for each teacher identified in the selected sample. Districts which were eligible to receive the \$1000 incentive award had been granted the opportunity to participate in a statewide inservice conference conducted in conjunction with Cornell University on how to incorporate basic skills instruction into the vocational education curriculum. The final report for the study will be available in September, 1982, and the basic skills performance of the 1982 vocational graduates from 52 school districts is to be compared with their performance as juniors in November, 1980, and also with the performance of the 1981 vocational graduates from the same schools. Initial results from Phase Three indicate that a positive impact has been identified as a result of the intervention money spent during 1980-81 and 1981-82 school years.

Efforts on the part of the Special Needs section also provided workshop activities in the area of reading for vocational teachers. The Special Needs Section awarded 65 contracts to vocational schools to impact upon reading and computational skills.

Four regional inservice programs were conducted for English and social studies teachers of vocational students to provide critical thinking and curriculum redesign possibilities for more infusion of the basic skills into their respective curriculum.

ENROLLMENT AND SEX EQUITY

To provide leadership to school districts regarding increased enrollment of juniors and seniors in vocational job training programs with emphasis on improving the sex equity balance of all enrollments.

Through this mission statement, the division has established a goal to increase the enrollment and sex equity of job training vocational programs by 2% per year through 1984-85 without pressuring non-traditional enrollees to meet quotas.

Considerable emphasis has been placed upon career education information, and a resource guide was developed by the division to assist educational leadership personnel in the adoption of various career information materials and modules. Four modules were distributed for infusion in the Career Development program. These modules were developed in cooperation with various universities in the state of Ohio.

1. Pre-service Teacher Education Module (University of Toledo)
2. Inservice Procedures Manual (University of Akron)
3. A Professional Development Model (University of Dayton)
4. Sex Equity and Other Special Populations (Ohio University)

An intensive training session for all Career Education coordinators and teacher educators throughout Ohio was completed in May, 1982. It is the goal of the division to have all school districts provide a Career Education program by 1988.

In addition to the above activities, the Division of Vocational Education with assistance from the Division of Special Education continues planning and implementing appropriate vocational education for the handicapped.

The interdivisional efforts through the Liaison Supervisor of Vocational Education/Special Education and the Internal Task Force continue to address the critical issues related to the provision of vocational education for the handicapped.

DROPOUT PRONE YOUTH

To provide leadership to school districts regarding increased enrollment of 14 and 15 year old dropout prone students in Occupational Work Adjustment (OWA) Program.

At least 12,000 eligible students will be enrolled in OWA programs by September, 1985, and such students will be motivated to remain in school.

In support of this mission, the State Board of Education adopted the resolution to support the Targeted Jobs Tax Credit (TJTC) to include Occupational Work Adjustment students. The Division of Vocational Education applied for stipend funds for OWA students through the Comprehensive Employment and Training Act (CETA). Through the Vocational Education Act, \$300,000 has been budgeted for student stipends to encourage OWA eligible students to stay in school. The 1982-83 school year will have approximately 10,000 OWA students enrolled, which will mean an increase of units for these dropout prone students. Application for additional CETA monies for student stipends will be applied for by the division.

JOB PLACEMENT

To provide leadership to school districts regarding improved placement of vocational education graduates.

At least 96% of the graduates from vocational education job training programs available for placement will be employed with at least 60% placement in the field related to training by July, 1985.

In the summer of 1981, a report was prepared and presented at the annual conference of supervisors and directors of vocational education which identified the vocational education planning districts which had exceptional job placement programs. School districts with exceptional job placement programs were identified and inservice activities in regional areas of the state of Ohio were provided to allow school job placement personnel from various vocational education planning districts to critically examine those activities which lead to high job placement in the area of training. A one-day inservice conference for job placement directors was also held to allow them to critically examine their responsibilities as the Department of Education moves to complete this mission. Funds from the Vocational Education Act were made available to expand funding additional job placement directors.

One of the more significant job placement activities during 1981-82 was the development of a computerized report which

focused on the 1981 completers of job training programs. Taking information received from school districts, the Division of Vocational Education was able to analyze this data through computer control and generated a report back to the school districts indicating whether their programs would appear to have any difficulty with meeting the objectives set for July, 1985. A report for each class of completers by program and building which had less than 60% placement rate in the area for which training was offered or had an unemployment rate of more than 7% of eligible completers was prepared and mailed to the respective school districts in the summer of 1982. This report will allow school districts to work with individual programs and specifically with teachers as they look toward greater job placement of their qualified vocational graduates.



STATE SCHOOLS FOR THE BLIND AND DEAF

The State School for the Blind completed its 144th session in June 1982. The school enrolled 121 students; 11 seniors were graduated.

Instructional programs are available to blind and visually impaired and deaf-blind children between the ages of five and 21. The programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also is accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive program of special services is available to the children, including orientation and mobility, music, health, physical education, vocational education and psychological counseling.

The school's accomplishments in 1982 included:

- 59 multifactored assessments provided for visually impaired and deaf-blind youth referred by Ohio school districts;
- Placement in the school and services to 133 blind and deaf-blind youth;
- Diagnostic evaluations for approximately 68 students at The Ohio State University Optometry Low Vision Clinic;
- Extracurricular activities for the students, including track and field, wrestling, cheerleading, swimming, forensics and the publication of the student school magazine titled *The Cardinal*;
- A cooperative arrangement continues with Columbus Public Schools allowing selected students to attend classes at Whetstone High School for a part of their school day and for certain visually impaired students enrolled in Whetstone and Eastmoor to attend the Ohio State School for the Blind vocational classes for a portion of their day.

The Ohio School for the Deaf first opened its doors on October 16, 1829 and three pupils were enrolled. The enrollment for the 1981-1982 school year was 223. Over 13,000 pupils have been educated at the school since its beginning.

There has been a tradition of vocational and academic training with emphasis on individual attention to the needs of the pupils. The course of instruction has been developed to meet the challenges of society but the intention of providing an education for the hearing impaired has remained uppermost throughout the years.

Goals include continued emphasis on language development, communication skills and personal growth.

Within the past few years, four Work-Study sections and two OWA (Occupational Work Adjustment) classes have been added. The Vocational Department has been enlarged with 42 offerings in various areas. It has been necessary to adapt, refine and individualize the curricular format and materials to meet the needs of the changing enrollment.

Last year a Behavior Committee was initiated to assist in the role of discipline at the school. An outgrowth of this committee was a newly revised student handbook which was shared with parents and students alike. This handbook has proven most helpful to staff and students. The I.S.S. (In-School Suspension) program has been expanded to include cottage offenses. Also, the hours were expanded to carry over into the evening recreation time.

The Total Communication Committee worked with a faculty coordinator to provide inservice training in various communication modes used by the hearing impaired.

STATISTICAL SECTION

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1977-78	2,177,221
1978-79	2,097,669
1979-80	2,020,154
1980-81	1,957,390
1981-82	1,894,021

Public High School Graduates

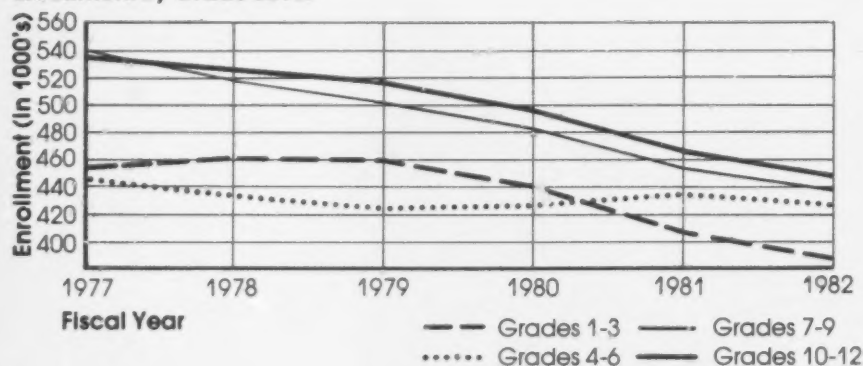
Year	Total Graduates
1978	154,818
1979	153,313
1980	146,828
1981	144,592
1982*	144,017

*Estimate

Enrollment by Grades 1981-82

Grade	Enrollment
1	136,935
2	124,357
3	126,090
4	134,170
5	145,408
6	144,811
7	143,742
8	139,891
Total 1-8	1,095,404
9	154,291
10	151,435
11	148,453
12	145,454
Total 9-12	599,633
Total 1-12	1,695,037
Kindergarten	128,501
Unclassified	70,483
Grand Total	1,894,021

Enrollment: By Grade Level



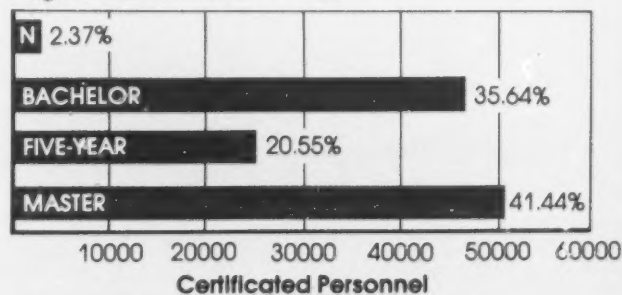
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers	Ratio
1978	2,177,221	104,355	20.9
1979	2,097,669	102,645*	20.4
1980	2,020,154	101,481*	19.9
1981	1,955,157	100,526*	19.4
1982	1,894,021	97,139*	19.5

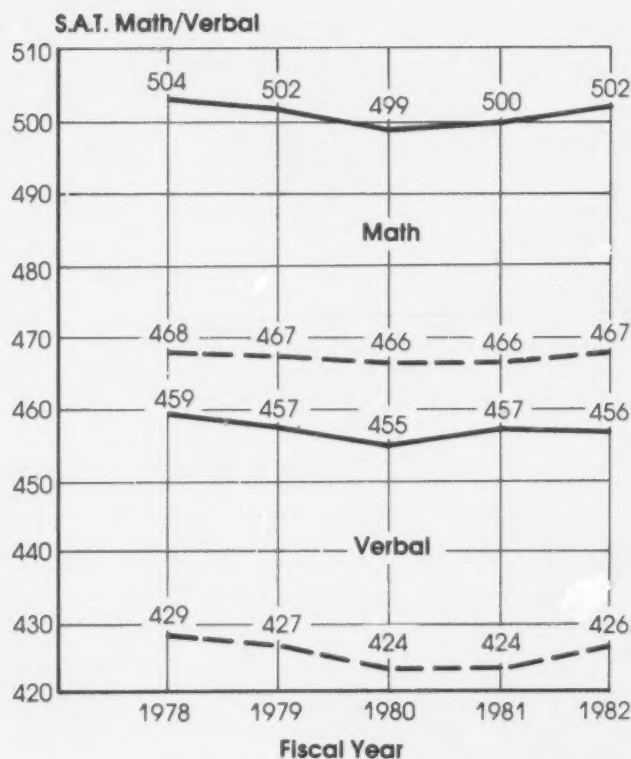
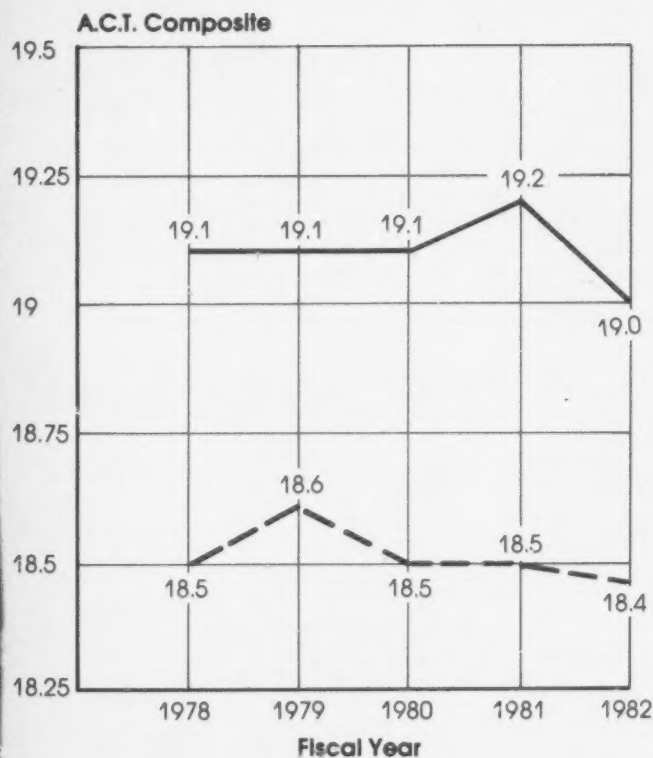
*Full Time Equivalent

Degree Status in Ohio — 1982



N = NON-DEGREE

TEST SCORES



— OHIO
- - - NATIONAL

SCHOOL DISTRICTS

Number Of Public School Districts

Year	City	Exempted Village	Local	Total
1978	186	49	381	616
1979	187	49	379	615
1980	188	49	378	615
1981	189	49	377	615
1982	190	49	376	615
1983	191	49	374	614

DISADVANTAGED PUPIL PROGRAM

Disadvantaged Pupil Program Funds

	Expenditures	Number of Programs
1978	30,789,515.77	778
1979	33,688,176.16	748
1980	36,947,449.98	774
1981	41,031,865.97	790
1982	30,674,440.73*	756*

*Estimate

FINANCE

Revenue By Source

Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
FY 82 \$2,527,965,647	(52.4)	\$1,980,493,998*	(41.0)	\$319,055,701	(6.6)
FY 81 \$1,934,565,198	(46.6)	\$1,911,304,578*	(46.0)	\$307,130,224	(7.4)

*Includes Homestead and Rollback Exemptions

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	%
1976-77	1,392.72	1,134.30	1,115.96	1,321.33	116.22	9.6
1977-78	1,538.47	1,249.67	1,225.95	1,457.61	136.28	10.3
1978-79	1,724.10	1,403.03	1,394.84	1,643.64	186.03	12.8
1979-80	1,963.74	1,615.68	1,609.75	1,882.35	238.71	14.6
1980-81	2,270.90	1,847.56	1,874.36	2,149.62	265.86	14.1

Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage and Local Revenue Generated

FY	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1978	60,325,801,248	30,416	28.82
1979	62,329,077,837	32,526	30.47
1980	69,375,017,275	34,258	31.18
1981	76,745,986,624	39,130	32.05
1982	80,723,031,975	42,449	33.11

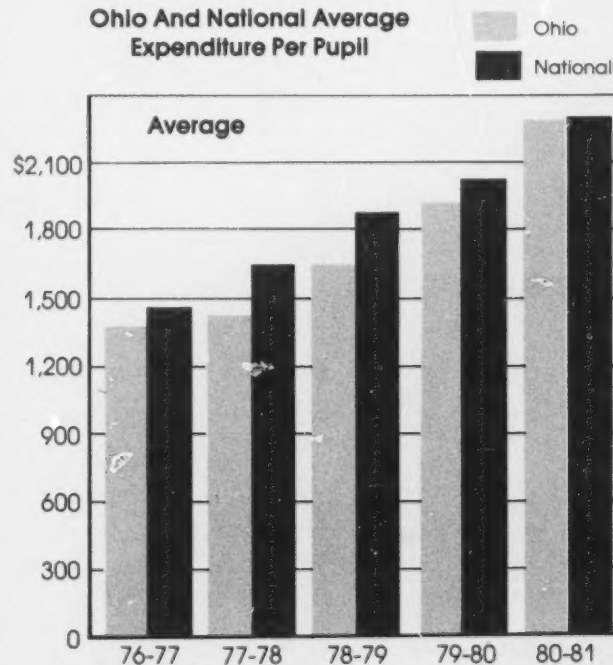
SF-12 Calculation 1978-82

1978	704,776,368	321,258,442	1,014,206,155
1979	865,721,772	362,397,047	1,215,212,279
1980	969,275,022	438,031,409	1,407,306,071
1981*	941,363,395	457,661,871	1,399,025,266
1982**	1,063,907,952	392,573,510	1,456,481,462

*At 96.4% Level

**At 94.5% Level

Ohio And National Average Expenditure Per Pupil



SPECIAL EDUCATION

Handicapped Children Receiving Full Services As Of December 1981

Major Handicap	Placement Option	Ages 0-2	Ages 3-4	Ages 5-21	Total
Hearing Impaired	Program	48	206	2,060	2,314
	Tutoring	1	0	227	228
Crippled	Program	13	114	1,854	1,961
	Home Inst.	0	0	1,398	1,398
Visually Impaired	Program	5	21	716	742
	Tutoring	8	2	105	115
Severe and/or Multiple Impairments	Deaf/Blind	2	17	182	201
	Other (Incl. Autistic)	16	83	2,010	2,109
Learning & Behavioral Handicaps	Program	0	36	48,038	48,074
	Tutoring	0	1	23,360	23,361
Severe Behavioral Handicaps	Program	0	22	5,417	5,439
	Home Inst.	0	0	257	257
Educable Mentally Retarded	Program	1	63	48,954	49,018
Speech, Lang., and/or Hearing Handicaps	Only Speech	29	213	61,706	61,948
	Duplicated Spch.	(56)	(243)	(17,195)	(17,494)
County Board MR Programs	Program	225	533	91,883	10,641
	Home Based	228	86	216	530
State School for the Blind	Program	0	0	122	122
Ohio School for the Deaf	Program	0	0	177	177
Institutions*	MH	0	0	463	463
	MR & DD	0	0	484	484
Ohio Department of Youth Services		0	0	499	499
Total		576	1,397	208,108	210,081

*Data obtained from Ohio Department of Mental Health, Department of Mental Retardation and Developmental Disabilities, and the Ohio Department of Youth Services.

SPECIAL EDUCATION

Special Education Programs 1981-82

Type of Program	Units	Districts*	Enrollment
Hearing Impaired	361.7	45	2,314
Crippled	328.6	31	1,961
Visually Impaired	98.3	22	742
Severe/Multiple Impairments	379.7	129	2,310
Learning/Behavioral Disabilities	3,255.0	629	48,075
Severe Behavioral Handicaps	790.5	143	5,439
Educable Mentally Retarded	3,949.4	640	49,018
Speech, Lang. & Hearing Services	929.9	468	61,948
School. Psych. Services	802.7	338	
	208.0 (29 State Inst.)		1,446

State Expenditures For Transportation And Individual Services To Handicapped Children

School Year	State Expenditures
1977-78	\$13,801,919.15
1978-79	15,837,267.77
1979-80	19,005,855.53
1980-81	22,222,224.02
1981-82	26,888,891.06*

Total 11,103.8

*These figures include cities, exempted villages, locals, county boards of mental retardation/developmental disabilities and joint vocational schools.

*Estimate

VOCATIONAL EDUCATION

Vocational Education Secondary Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1977-78	23,974	29,717	21,837	122,496	69,573	267,597
1978-79	23,650	28,658	21,486	130,199	69,441	274,234
1979-80	22,683	27,462	21,203	125,159	68,304	264,811
1980-81	21,584	26,443	20,625	121,053	66,607	256,312
1981-82(a)	20,780	25,678	19,023	102,423	62,860	230,493
Percent of Total						
1980-81	8.4%	10.3%	8.1%	47.2%	26.0%	100.00%
1981-82	9.0%	11.1%	8.3%	44.4%	27.2%	100.00%

(a) FY82 State Board Report Secondary Opening Membership Units

Vocational Adult Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1977-78	18,200	28,448	37,111	46,508	114,731	244,998
1978-79	20,771	29,761	42,400	42,750	110,488	255,173
1979-80	21,354	31,763	67,841	47,762	128,081	296,801
1980-81	25,067	32,405	88,274	51,467	147,253	344,466
1981-82	22,422*	34,985*	72,850*	61,832*	133,926*	326,015*
Percent of Total 1981-82	6.9%	10.7%	22.4%	19.0%	41.0%	100.00%
*Estimate						

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1977-78	267,597	244,998	283,917	796,512
1978-79	274,234	255,173	287,490	816,897
1979-80	264,811	296,801	412,610	974,222
1980-81	256,312	344,466	412,610	1,013,388
1981-82	230,493*	326,015*	542,147*	1,098,655*

*Estimate

State Expenditure For Secondary Vocational Education

Year	Expenditure
1978	\$138,307,999
1979	144,031,561
1980	177,893,000
1981	176,348,000
1982	190,719,759*

*Estimate

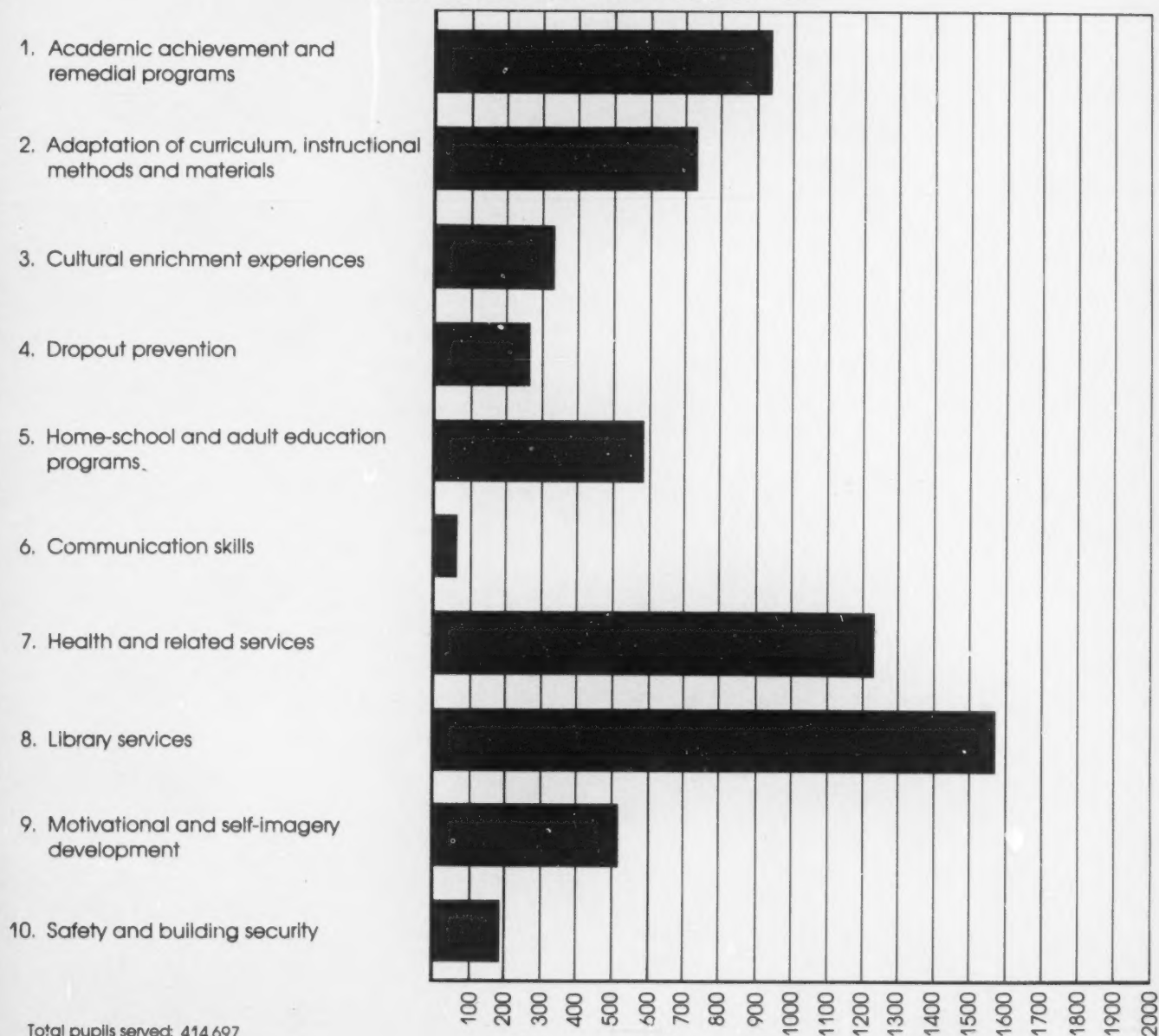
VOCATIONAL CONSTRUCTION FUNDS 1982 SOURCES OF FUNDS

PROJECT	Appalachia	State	Federal	Local
Coshocton County JVS	\$240,000.00	—0—	—0—	\$80,000.00
TOTAL	\$240,000.00	—0—	—0—	\$80,000.00

DISADVANTAGED PUPIL PROGRAM

Ohio Department Of Education Disadvantaged Pupil Program Funds

Students Served In DPPF 1981-82 School Year



Total pupils served: 414,697

Each increment represents 100 pupils

FEDERAL ASSISTANCE

Title I Programs For Disadvantaged Pupils Percent Of Participants By Grades

Year	Participants	% Preschool and Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1978	126,216	10	57	29	4
1979	130,266	10	61	25	4
1980	146,155	8	55	31	6
1981	144,629	8	53	32	7
1982	142,432*	8*	53*	32*	7*

*Estimate

Title I Programs For Disadvantaged Pupils District Participation And Funds Available

Year	Districts Participating	Funds
1978	599	\$57,263,893
1979	602	71,843,792
1980	603	84,609,916
1981	602	83,244,360
1982	603	80,281,200

Title I Programs For Migrant Children

Year	Districts Participating	Children	Funds
1978	31	5,078	\$1,494,770
1979	28	3,872	1,488,656
1980	29	3,203	1,712,154
1981	26	2,860	1,712,154
1982	25	2,800*	1,712,154

*Estimate

Title I Programs For Handicapped Children In State-Operated Schools

Year	Participants	Funds
1978	7,960	\$6,175,712
1979	7,357	6,788,169
1980	6,731	7,331,154
1981	5,885	6,993,862
1982	5,095*	7,019,161

*Estimate

Title I Programs For Neglected And Delinquent Children In State-Operated Schools

Year	Participants	Funds
1978	1,396	\$1,184,262
1979	2,231	1,205,061
1980	1,369	1,370,301
1981	1,340	1,244,552
1982	1,009*	1,226,168

*Estimate

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1978	119	38,341	\$3,761,368	\$930,000	\$723,620	\$5,414,988
1979	120	41,137	4,271,088	930,000	723,798	5,924,886
1980	130	50,056	4,538,219	1,100,000	730,450	6,368,668
1981	130	52,136	4,538,219	1,067,000	810,454	6,415,673
1982	127*	50,000*	4,731,080	990,000	735,552*	6,456,632*

*Estimate

Grants Through Public Laws 81-874 And 81-815

Year	P.L. 81-874 Maintenance/Operation	P.L. 81-815 Construction	Major Natural Disasters
1978	\$12,132,027	—	—
1979	11,398,667	—	—
1980	11,443,973	—	—
1981	8,965,803	—	—
1982	6,950,902*	—	—

*Estimate

Funds Administered By Federal Assistance 1981-82

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	\$80,281,200
	Special grant to meet educational needs of migrant children	1,712,154
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children	7,019,161
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,226,168
ESEA Title IV-B	Grant for library and learning resources	7,857,052
ESEA Title V-B	Grant to strengthen the Ohio Department of Education	1,628,698
Adult Basic Education	Federal and state grants for basic instruction	5,721,080
Public Laws 81-874	Maintenance and operation of schools in federally affected districts	6,950,902
Total		\$112,396,415

TRANSPORTATION

Pupil Transportation Statistics

	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type I
1977-1978	1,385,353	142,074,540	\$ 85.34	.77
1978-1979	1,367,184	144,376,560	99.19	.87
1979-1980	1,383,402	149,492,700	120.71	1.05
1980-1981	1,384,153	151,617,780	141.82	1.22
1981-1982	1,347,309	150,507,360	163.00*	1.37*

*Estimate

Driver Education

Fiscal Year	Number of Pupils Served	Subsidy
1978	175,000	9,750,000
1979	174,992	8,749,600
1980	170,862	8,543,119
1981	157,718	7,885,900
1982	168,000*	8,400,000*

*Estimate



The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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